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Leadership Development
Learning in Community Settings
by
Anne C. Shepherd

Senior Project
Jepson School of Leadership Studies
University of Richmond
Richmond, VA

April 1994

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Leadership Development
Learning in Community Settings

Anne C. Shepherd
Senior Project

Overview of the Project

My senior project focused on the coordination of the Learning in Community Settings (LINCS) program at the University of Richmond. The LINCS program is nearly two years old and has been a catalyst for integrating community service into the University of Richmond curriculum. The program has grown exponentially, and now serves over 300 students, 15 faculty, and 50 community agencies. The program continues to expand and currently is planning programs of dissemination with the Bonner Scholar network and possibly with the Pew Partnership for Civic Change.

This rapid growth and expansion has been both exciting and challenging. One of the challenges has been staying abreast of the program's growth. Assuring that the staff of the program is able to maintain efficient coordination of the many aspects of the program has been a major concern. Therefore, my work with LINCS this semester has been largely devoted to leadership development within the LINCS program.

The Importance of Leadership Development

For the reasons stated above, leadership development is crucial to the success of the LINCS program. We are fortunate to have the support necessary to grow so quickly. And yet the program is at risk if we do not have a sufficient staff to maintain a quality program. Because we are dealing with the education of University of Richmond students as well as the

basic and vital needs of community agencies, "quality" is significantly more important than "quantity." For this reason, we need to maintain a sufficient staff to carefully monitor the numerous relationships that we are initiated between the University and the community. The constant evaluation and follow-up necessary to successful relationships requires a great deal of the LINCS' staffs' time. In fact, as the program continues to grow, it is clear that one staff person is needed to be primarily responsible for the service-learning, action research, COMPS placements, independent study, and internship relationships. Facilitating, coordinating, and constantly analyzing and maintaining the quality of these relationships is a primary responsibility of the LINCS staff. Therefore, there is a definite need for assistance if the program intends to grow in other areas and directions, e.g. dissemination on other campuses, expansion of COMPS in other cities, coordination of workshops, colloquiums, etc.

On a more personal level, I have also recognized the need for additional assistance as indicated by my time constraints. Although the support from the director, advisory board, as well as the institution in general have been phenomenal, I have felt an increasing amount of responsibility for the success of the program. It is a responsibility that I have tried to carry with grace and determination and success. But inevitably, I have felt that the demands of being a full time student have competed with this responsibility and at times, have feared that others have lacked ownership of the program. And of course, my worst fears

have been not being able to meet the demands of both sets of responsibilities, and therefore being incapable of fulfilling my responsibilities with LINCS. Thus these personal issues have also influenced me to carefully consider the development of leadership within the program.

Strategies for Leadership Development

I have pursued three avenues for leadership development this semester. Each addresses leadership development in a different area. First there has been considerable expansion in the leadership of LINCS as the coordinating level. The addition of Cheryl Schott to the staff has been an incredible asset. She started working full time as the associate coordinator of the program in January, and has carried a great deal of the weight of responsibility this semester. Cheryl's arrival as a new staff person was a transition, however. Despite having worked with me on LINCS last summer, Cheryl still required a great deal of my time in explanations, clarification, and guidance in general. It was difficult at times, especially those times of complete chaos, break from my routine to tell her how to do something that I could more quickly do myself. But eventually, I learned to do so and it has made a world of difference. She has been instrumental in many of the detailed arrangements and correspondence that is crucial to the success of the program.

The second leadership development effort involves creating a Bonner Scholar/ Community Liaison program. This program would bridge the gap that currently exists between LINCS and the Bonner Scholar Program while at the same time creating a system through

which we can more efficiently inventory and meet community needs. (See the attached memo to Anne Bond.) Anne Bond, coordinator of the Bonner Scholar Program is interested in activating such a program next fall. Such a program would not only help Bonner Scholars form stronger relationships with their host agencies, but would also assist the staff of the LINCS program in their assessment of agency needs. Such a program would be time efficient because much of our work involves talking with community agencies to seek out appropriate and meaningful linkages. This program would provide liaisons to serve as our "tentacles" to the community.

The final leadership development effort was the recent application to the Corporation for National and Community Service for Learn and Serve: Higher Education funding. The proposal describe a dissemination piece that has been discussed on numerous occasions by folks at the Bonner Foundation and the LINCS staff. With the recognition of the impacts such a relationship could potentially have, the idea of cooperative efforts between the University of Richmond, LINCS program and the Bonner Foundation was included in the most recent LINCS proposal to the Teagle Foundation. The funded proposal suggested the cooperative coordination of a Bonner Summit to be held here at the University of Richmond in June 1994.

The proposal to Learn and Serve expanded upon this relationship and solicited funding for an additional staff person whose primary responsibility is to work with other Bonner Institutions to disseminate successful models of community

service integration into the undergraduate curriculum. The proposed program will offer technical assistance and consultation as well as financial assistance in the form of mini-grants to Bonner School interested in initiating their own service-learning, action research, or community problem solving programs. (See attached proposal for more detail.)

Other Avenues for Leadership Development

The process of the proposal preparation was exciting and challenging and for me solidified the need for constant and continued leadership development. The process itself was symbolic of the entire operation of the program thus far. I was barely capable of completing the proposal due to time constraints and other priorities I had as a graduating senior. In fact, I could not have completed without the support and assistance of the Director of the program. I was forced to choose between the competing interests of the LINCS proposal and my school work. This indicates the need for further development of leadership within and in addition to the LINCS staff.

The proposed programs will inevitably increase the leadership of the LINCS program if they are successful/funded. And yet I recognize the need for even further development. Some of ideas for further leadership development include the use of work-study students as individual department liaisons. I anticipate putting such a network of work study students together as early as the coming fall. We could initiate such a program with those departments heavily involved with LINCS e. sociology, leadership. This would increase communication between faculty

and the LINCS program and at the same time decrease the time the LINCS staff spends on the phone pursuing faculty. With this program in place in addition to the Bonner Liaison Program in place, the LINCS program will be increasingly efficient in its ability to inventory and address both faculty and community needs without being monopolized by the process of pursuing these folks on the phone.

Another endeavor for leadership development is a partnership with the Pew Project for Civic Change. This semester, I was able to instigate the initial discussions about a program in which those cities that have been funded in the Pew Project for Civic Change would host Community Problem Solving Seminars. This match is ideal because the cities funded by the Pew Partnership are required to build community coalitions to address a significant community problem. The proposed program would provide these cities with University of Richmond students to work for a summer with these coalitions in a mutually beneficial effort of community problem solving. Suzanne's response was positive and enthused. I look forward to pursuing it further and perhaps placing students in Pew City sites as early as next summer.

Conclusions

Thus, these have been my efforts for leadership development throughout the semester. Inevitably, some will be more successful than others. But at least each proposed programs addresses a need of the program and if the initial effort is not successful in meeting this need, at least it is clearly defined so that other efforts can follow easily.

And the whole project has taught me a lot about leadership in general. I think if I were to melt it all down, to one concept, it would be that of something I learned in the very first leadership class I took, COMMUNITY AND VOLUNTEER ORGANIZATIONS: If any program or organization is to be successful, it must first be owned by its community. I see all of the above stated efforts for leadership development depending on this. First, in order for Cheryl to be efficient as the Associate Director, she must feel equally responsible for the program's success. Just recently, she has felt this equality in ownership and it is apparent in her work. Likewise, for the Bonner Liaison Program to work, Bonner Scholars must feel like LINCS is a sister organization that belongs to them and their university and then by cooperatively working with the community agencies, they will feel ownership of the LINCS program as a primary resource to them to meet their needs. The same is true of the Work Study/Department Liaison Program. I see this as a great way for departments, as well as the individual faculty to claim ownership of the program through their work study student. I anticipate increased correspondence as well as individual leadership development for LINCS within and among the different departments. Finally, the Bonner Institutions/LINCS Dissemination (BILD) program will be successful, if Bonner Schools feel that it is a resource to serve their needs and that is something that they voluntarily become involved with instead of being required to do so.

The cooperative efforts, the coalition of the various programs, agencies, departments involved with LINCS, and the collaboration between and among these different groups is the key to the success of LINCS, and I am pleased to say that I think the program is doing a great job. As we witness these programs' implementation I anticipate an increase in its success and efficiency as well as its impacts on this university, as well as the surrounding community.

April 25, 1994

To: Anne Bond

From: Anne Shepherd

Re: Bonner Scholar Leadership Development/LINCS Liaison Program

I wanted to follow up on a conversation we had over lunch not too long ago. I had mentioned to you an idea about Bonner Scholar leadership development and increased communication and correspondence between Bonner Scholars and the LINCS program. If you recall, we talked about establishing a program in which Bonner Scholars would inventory the various needs of their placement site and report those needs to the LINCS coordinator, thus serving as liaison between the community agency and the LINCS program. The LINCS coordinator would then attempt to meet those needs by matching a student or group of students through a class, independent study, internship, or community problem solving seminar placement. I anticipate the following objectives:

- an increase in the University of Richmond's efficiency and ability to meet community needs;

- increased communication and understanding between the Bonner Scholar and his/her placement site;

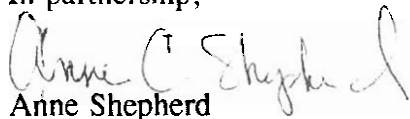
- cooperative relationship between the LINCS program and the Bonner Scholar Program;

- a heightened awareness of the resources available within the Bonner Scholar Program, the LINCS program, as well as VAC and other community service organizations at the University of Richmond;

Bonner Scholars already serve as liaisons between the community and the university. This piece would merely enhance this relationship with the main objective being to better serve our community.

I would like to talk to more about this, specifically to plan the details of implementing this program in the fall. Please contact me as the semester comes to an end and things begin to quiet. I look forward to it! Take care.

In partnership,


Anne Shepherd

type or print in black ink. Follow the instructions on page 25.

Legal applicant: University of Richmond

Contact person: Anne C. Shepherd

Address: LINCS Jepson Hall, Rm.234

City/State/Zip: University of Richmond, VA 23173

Phone/Fax number: 804/287-6518

E-mail address (if available): _____

Program Director: Richard Couto

Organization: LINCS

Address: Jepson Hall

City/State/Zip: University of Richmond, VA 23173

Phone/Fax number: 804/287-6085

E-mail address (if available): _____

I am applying for (check one):

- ☒ A new grant
☐ Funds to continue an existing grant under the National and Community Service Act of 1990
☐ Funds to continue an existing grant under the ACTION Student Community Service Program

4. The proposed program will be run by:

- ☒ An individual institution of higher education
Please indicate institution type (check all that apply):

<input type="checkbox"/> Public	<input type="checkbox"/> Technical/Vocational
<input checked="" type="checkbox"/> Private	<input type="checkbox"/> Religious
<input type="checkbox"/> 2-year	<input type="checkbox"/> Community college
<input checked="" type="checkbox"/> 4-year	<input type="checkbox"/> Tribal college
<input type="checkbox"/> Research	<input type="checkbox"/> Hispanic-serving institution
<input checked="" type="checkbox"/> Liberal arts	<input type="checkbox"/> Historically black college or university
<input type="checkbox"/> Professional school	

- ☐ A partnership

Please indicate the number of each type of organization involved:

☐ Institution of higher education
☐ Nonprofit
☐ Public agency

- ☐ A consortium

Please indicate the number of each type of organization involved:

☐ Institution of higher education
☐ Nonprofit
☐ Public agency

5. List the principal organizations (e.g., public agencies, community-based agencies, nonprofits, consortium or partnership members) that will be involved in the program.

University of Richmond, The Bonner Foundation, VA COOL; Public agencies, community agencies, etc. for specific service-learning programs will be determined by the location of the particular institution of higher education.

Funds Requested: FY94 \$72,188

FY95 \$64,806
(may not exceed 90% of FY94 request)

FY96 \$50,925
(may not exceed 80% of FY95 request)

7. Are you applying for national service educational awards with this proposal? (See Section II of this application.)

☐ Yes If so, how many? _____ ☒ No

3. Number of participants expected: 400 Students 30 Staff
50 Faculty Members 100 Community Members

9. Briefly describe the community need(s) in each relevant issue area that the program will address.

BILD will replicate service-programs that place students in agencies that address the following issues and needs:

☐ Education Tutoring, literacy, after-school programs, child development, adolescent development programs in "at-risk" neighborhoods.

☐ Public safety Youth crime prevention, prison programs, after-school programs, intervention and diagnostic programs.

☐ Human needs Homelessness and hunger, Housing Coalitions, aging, AIDS ministries and clinics, low-income health clinics, independent living programs, transitional housing programs.

☐ Environment Local park systems, Save the Bay, water testing, environmental education programs.

10. Does your program offer students academic credit? ☒ Yes ☐ No

11. Does your program offer students stipends? ☐ Yes If so, how many? _____ ☒ No

12. Certification: The applicant certifies to the best of his/her knowledge and belief that the data in this application are true and correct and that the filing of the application has been duly authorized by the governing body of the applicant and that the applicant will comply with the assurances required of applicants if the assistance is approved.

Name: Anne C. Shepherd Signature: _____

Title: LINCS Coordinator Phone: 804/287-6518 Date: April 25, 1994

Applicant name University of Richmond
Program name BILD (Bonner Institution/LINCS Dissemination)

se give your program's mission statement.

r to Appendix A)

The University of Richmond, in cooperation with 22 participating Bonner Scholar Institutions proposes a program, BILD, to replicate the LINCS (Learning in Community Settings) program as well as other successful, replicable programs that integrate community service into the undergraduate curriculum.

ase state your program's annual objectives.

er to Appendix A)

the first year of the program, BILD will:

- disseminate information of the LINCS program to 22 college presidents, academic officers, program coordinators, and scholars of the Bonner Scholarship program;
- collect, consolidate, and disseminate information on curriculum related service-learning from COOL, Campus Compact, NSEE, and other national and regional sources;
- provide mini-grants to four Bonner institutions;
- provide on-site technical assistance to four institutions;
- provide telephone assistance to all Bonner schools;

his work will mean:

- eight new curriculum related service-learning programs at four Bonner schools;
- 400 student participants in new curriculum related service programs at all Bonner schools;
- 5000 additional hours of community service among the Bonner school students, who are not scholarship holders; and
- 100 community agencies served by service-learning, action research, or community problem solving seminars.

Briefly describe the activities to be conducted that address the needs stated in Item 9 of the Title Page.

BILD will replicate a service-learning model on Bonner campuses. The programs resulting will solicit requests from community agencies. Specifically, agencies will submit proposals for projects that specify needs. These proposals will be consolidated and be addressed by one of the programs of service. For instance, a class with a service-learning component might address a community agency's need. Or an individual performing action research or enrolled in a community problem solving seminar may address these needs. In any case, the coordinator of the service program will serve as a broker to match community needs with the appropriate faculty and students to meet this need.

Attach the budget narrative to this page. Follow the instructions on pages 26-27.

Applicant name University of Richmond
 Program name BILD (Bonner Institution/LINCS Dissemination)

**INDIVIDUAL INSTITUTIONS
AND PARTNERSHIPS**

Corporation Funds + Matching Funds = Total Funding

Program staff

Salaries \$72,000 \$48,200 \$120,200

Benefits \$19,470 \$19,470

Other

(please specify in budget narrative)

Participant support

Stipends

FICA and Worker's Comp

Other \$54,000 \$62,000 \$116,000

(please specify in budget narrative)

Program expenses

Participant recruitment

Participant training and education \$ 5,000 \$5,000

Participant placement

Faculty and staff

Evaluation \$10,000 \$10,000

Equipment \$ 2,000 \$ 1,500 \$3,500

(may not exceed 10% of grant request)

Administration \$ 8,949 \$58,907 \$67,856

(may not exceed 5% of grant request)

Other \$16,500 \$18,000 \$35,500

(please specify in budget narrative)

SUBTOTAL \$187,919 \$188,607 \$376,526

LEARN AND SERVE AMERICA: HIGHER EDUCATION

PART II: CONSORTIUM

Corporation Funds + Matching Funds = Total Funding

A. Program staff

Salaries

Benefits

Other

(please specify in budget narrative)

B. Participant support

Stipends

FICA and Worker's Comp

Other

(please specify in budget narrative)

C. Program expenses

Subgrants

Technical assistance, training, and education

Evaluation

FORM

BILD
Bonner Institution/LINCS Dissemination Program
University of Richmond
BUDGET

	<u>1994-95</u>	<u>1995-96</u>	<u>1996-97</u>	<u>Total</u>
Program Staff:				
Salary for a LINCS staff person to coordinate BILD program	\$23,000	\$24,000	\$25,000	\$72,000
Fringe Benefits	5,750	6,720	7,000	19,470
Participant Support:				
Mini-grants to student leaders or faculty to serve as seed money to initiate curriculum integration programs (Grants awarded to 3 institutions annually)	24,000	18,000	12,000	54,000
Program Expenses:				
Training, Education, Technical Assistance	2,500	1,500	1,000	5,000
Evaluation	5,000	5,000		10,000
Equipment, Office Supplies, Telephone	1,000	500	500	2,000
Administrative Costs (5%)	3,438	3,086	2,425	8,949
Other				
Travel cost for site visits to Bonner Scholar Institutions	5,000	4,000	2,000	11,000
Copying, Printing, Postage (for the preparation of materials and mailings)	2,500	2,000	1,000	5,500
Totals	72,188	64,806	50,925	187,919

BILD
Bonner Institutions/LINCS Dissemination
University of Richmond

The University of Richmond, in cooperation with twenty-two participating Bonner Scholar institutions proposes a program, BILD (Bonner Institutions/LINCS Dissemination), to disseminate the LINCS (Learning in Community Settings) program as well as other successful, easily replicated programs that integrate community service into the undergraduate curriculum.

Need

BILD addresses the fundamental problem of integrating community service into the curriculum. Despite the increase of community service on campuses over the past decade, leading authorities point to the need to do more. Frank Newman, director of the Education Commission of the States, in a 1985 study, offered the suggestion that the real crisis in education is the failure of college educators and others "to provide for the education of citizenship." Similarly, Ernest Boyer concluded his survey of undergraduate education with "the uncomfortable feeling that the most vital issues of life -- the nature of society, the roots of social injustice, indeed the very prospects for human survival -- are the ones with which the undergraduate college is least equipped to deal." Alexander Astin, who has documented the values of incoming freshmen, agreed with Newman and Boyer that colleges are failing to do something right. Astin went further, however, to suggest that the actual curriculum of competitiveness and individualism on most campuses undermines their efforts to impart values of cooperation and altruism of an ideal curriculum. Similarly, Harry Boyte insists that there is a need to move beyond voluntary service to a program of higher education that helps students reflect on the politics of community needs. "The goal of civic education should be to provide young people with hands-on public experience, with opportunities to practice political skills like strategic thinking, bargaining, negotiation, listening, argument, problem solving and evaluation."

Although higher education has shown support for the new wave of public service among students, it is still hard for faculty and administrators to relate public service to the "coin of the realm," academic credit. David Warren, the then young and newly appointed president of Ohio Wesleyan University, brazenly told his colleagues at the second meeting of Campus Compact what they knew but had not said. The coin of the realm of colleges is academic credit and until colleges award credit for community service, their endorsement of community service will have a hollow ring. Unsaid even at that point was the equally uneasy but common feeling that the apathy and lack of altruism and collaboration for social purposes among students, to which Campus Compact was a reaction, was actually an indication that students were living down to the expectations of the individualistic and competitive curriculum of higher education, which Alexander Astin described. Students did not wait for administrative and faculty initiatives but began a plethora of campus service organizations, many of them under the aegis of Campus Outreach Opportunity League (COOL). College administrators found themselves not pushing to overcome apathy but running to catch up to student initiatives and a new fervor for public and community service. Eventually and somewhat unexpectedly, this is now expressed in national legislation. The need to integrate community service to the curriculum remains, however.

Both Campus Compact and COOL testify to this remaining need. After several years of operating, both groups met in the Spring of 1992 and concluded that they had a common agenda and a mutual understanding that the next phase for community service in higher education is integration into the curriculum.

The Program

The recent resurgence of community service in higher education as well as the emphasis on citizen education have renewed the awareness of faculty and administrators of higher education institutions of the potential impact of service-learning on the undergraduate college experience. Many of these faculty and administrators are also aware of the need to integrate

community service and the curriculum but there are problems in doing this. BILD paves a path of service-learning, action research, and community problem solving from community service to the curriculum.

BILD offers a model of credit-bearing service-learning to connect the separate realms of academe at twenty-two institutions with a corps of community service scholarship recipients. The recent three-volume work of the National Society for Experiential Education (1990) and the ability to explicate definitions of service-learning, as has been done for this program, all indicate the incredible conceptual and programmatic growth toward linking community service with higher education that has occurred in the past seven or eight years. BILD will offer a strong operational definition, models of the integration of academics and community service, and an example of a network of schools sharing these models.

The University of Richmond has developed a successful and flexible model program that serves as the foundation of BILD. It coordinates curriculum related service-learning for students and interested faculty through course work, independent studies, and internships. The program, LINC (Learning in Community Settings) has three curriculum related service-learning components: Service-Learning, Action Research and a Community Problem Solving Seminar.

Service-learning integrates community service into a particular course by permitting students to meet a course requirement with volunteer work or a group project of instruction in a local school or agency. Students keep journals and make reports on these activities.

The Action Research program coordinates the information needs of social service organizations with course requirements at the University. For example, the Action Research coordinator serves as a broker between a director of a shelter for the homeless and instructors of courses in Urban Problems, Social Problems, Contemporary Moral Issues, and other courses. Specifically, the coordinator determines how students might satisfy term paper or other research requirements in those courses by addressing the information needs of the agency about the homeless population it serves or which it is not reaching.

Other students could participate in work such as this through Action Research under the aegis of their professor in a particular course, as an independent study project, or an internship.

The third component of LINCS, a Community Problem Solving Seminar (COMPS), offers variable credit, 3 to 6 credit hours. COMPS combines class work, reading, visiting lecturers and discussants, and a half time internship. In this seminar, the 12 to 15 participants will review social problems of the nation, inquire into a particular area's social problems, and address one of those problems through an internship with a community agency. This program encourages students to think globally and act locally and to understand the fundamental premise of service-learning--combining theory and action.

LINCS challenges students and faculty to look beyond the classroom to the local community for meaningful learning experiences. Since January 1993, LINCS has coordinated mutually beneficial opportunities for over 300 students and over 50 community agencies. Specifically LINCS provides the following services:

To Faculty:

- staff support in designing or re-designing courses to include community service or community involvement elements;
- contacts with local community organization and agencies, including knowledge of their needs for assistance; and
- connections with other institutions of higher education and national organizations devoted to experiential learning and community service;

To Students:

- in coordination with faculty, assistance in planning independent studies that include community service or community involvement;
- assistance in identifying "hands on" community projects to fulfill requirement for a class project, practicum, or internship;
- help in identifying and investigating the opportunities for innovative alternative learning experiences that involve service to the community;
- facilitation of service-learning agreements between students, faculty, and community agencies, and reflective sessions of the experience; and

To Community Agencies and Organizations:

- assistance in recruiting student volunteers, particularly to carry out special project and research of various kinds;
- student staff assistance through internship and independent studies;and

- a liaison between community agencies and institutions of higher education.

With a vision similar to LINCS, the Corella and Bertram F. Bonner Foundation, in the fall of 1990, began recognizing students who demonstrated an ability to succeed both in the classrooms of their colleges and in the communities beyond those classrooms. To promising students whose economic situations ordinarily demanded that they spend their out of class hours and summer months raising money to meet college expenses, the foundation awarded scholarships and provided other practical support in exchange for 10 hours of community service a week. The awards, the Bonner Scholarships, enabled an important group of young people to pursue community goals and meet their financial obligations to their respective schools. At twenty-two colleges, most of which lie in the southern Appalachian and Piedmont area, the foundation assists students dedicated to addressing current social and community problems. Thus, the Bonner Scholar program is designed to:

- identify worthy and qualified students who need financial assistance;
- provide academic support and enrichment activities to the students;
- enable students to serve others; and
- keep students enrolled so they can earn their degree.

Both LINCS and the Bonner Scholars programs represent efforts to integrate community service as an integral component of the undergraduate experience. The program we are proposing would unite these two efforts. BILD (Bonner Institutions/LINCS Dissemination) is a cooperative pursuit of the University of Richmond and participating Bonner institutions to effectively build capacity on individual campuses while also building a collaborative infrastructure across the twenty-two schools in the Bonner Scholar Network.

Program Design

The University of Richmond, in cooperation with participating Bonner Scholar institutions

proposes to develop a program to disseminate and replicate LINCS (Learning in Community Settings). LINCS serves as an effective, easily replicated model due to its high degree of flexibility. It was designed to depend only on the initiative of students and the voluntary cooperation of individual faculty. It builds on the universal practices of student independent studies and internship arrangements and the principle of professional judgment of faculty to design pedagogy in their own courses. The Bonner Scholar Program provides financial assistance on each of its twenty-two participating campuses for up to 100 students committed to community service as an integral part of their college experience and daily lives. The BILD (Bonner Institution/LINCS Dissemination) program will disseminate information and technical assistance to twenty-two other institutions within the Bonner Scholar network that express interest in initiating their own efforts to integrate community service into the curriculum.

LINCS and the Bonner Foundation share a vision of cooperative efforts to develop quality programs. Our proposed program provides participating Bonner Scholar institutions new resources to meet the objectives stated above. It also emphasizes opportunities for participating Bonner Schools to share their experiences and acquired expertise. LINCS provides one model of curriculum integration. We propose to disseminate and replicate it along with other models of service-learning on Bonner campuses. The resources of the BILD program would include:

- a LINCS staff person whose primary responsibility is to provide consultation and technical assistance for the development of similar service-learning programs on Bonner campuses;
- the development of replication materials and information;
- the allocation of mini-grants to student leaders and faculty for the development of curriculum related programs of service-learning; and
- an annual conference for participating faculty and students at Bonner Institutions.

Both the LINCS program and the Bonner Scholar program are committed to placing students in local community agencies working to solve critical social and community problems.

Examples include agencies and organizations dedicated to addressing the priorities stipulated by the Corporation on National and Community Service. Some of programs that LINCS and Bonner Scholar institutions already work with include a vital network in each of the issues areas the Corporation specifies:

education--public schools, after-school/mentoring programs, tutoring programs, literacy councils, refugee resettlement/English as a Second Language Programs;

public safety--youth violence prevention programs, intervention and diagnostic centers, women's prison and rehabilitation programs, boys and girls clubs, conflict resolution programs, and violence reduction coalitions;

human needs--homeless shelters, low-income clinics, AIDS ministries, health clinics, support groups, breast cancer groups, senior citizen centers, urban leagues, housing coalitions;

and the **environment**--environmental action groups, local departments of parks and recreation, and environmental education programs.

Implementation Plan

The University of Richmond as well as other Bonner Schools recognize the significant role of students' work in local agencies. *Yet many institutions lack the resources or the information necessary to establish successful programs that integrate students' service into the academic curriculum.* The University of Richmond has a well established model that can serve other Bonner Schools who have expressed an interest in establishing their own programs of service-learning (see attached letters). Our proposed program, BILD, will disseminate information and technical assistance to these schools as well as provide the resources needed to initiate their programs. Specifically, we anticipate that the BILD program will:

- establish an infrastructure within and across Bonner institutions;
- increase the number, quality, and sustainability of programs that integrate service into the undergraduate curriculum to improve higher education.;
- extend service-learning from a corps of community service scholarship recipients; and
- build on the capacity of individual institutions, their students, faculty and administration, to address local community needs.

The BILD program will meet these objectives by providing the following resources:

BILD Program Director

The BILD Program Director will be a full time LINCS staff person whose primary responsibility is to provide consultation and technical assistance for the development of similar service-learning programs on Bonner campuses. This person will develop replication materials including information on its own as well as other successful programs and a manual detailing how to initiate a program of service-learning which will be available to all Bonner Schools. The BILD Program Director will also conduct site visits, offer assistance with campus and community needs assessments, and will be available to meet with Bonner institutions on-site as they establish their service-learning programs. In addition, the BILD Program Director will help to monitor and evaluate the service-learning programs, and will serve as a key contact for the Bonner schools should problems arise.

BILD Mini-grant Program

Financial support will be provided to Bonner Institutions through the BILD mini-grant program. Mini-grants of \$6,000 will be available to four Bonner Institutions in the first year of operation (September 1994). These mini-grants will provide seed money to student leaders or faculty to initiate a service-learning program and will require a one to one match by the participating institutions to ensure interest and sustainability. All Bonner Institutions will be invited to submit proposals outlining their commitment to integrating service into the curriculum, need for assistance in doing so, statement of educational and community needs to be addressed, and ability to match funds. BILD will borrow from the successful mini-grant program of VA COOL to develop guidelines and criteria for mini-grants.

Technical Assistance and Consultation

Technical assistance and consultation will be available to all interested institutions by the BILD Program Director. In addition to materials and information on the LINCS as well as other successful programs, BILD will offer advice, consultation, and workshops on curriculum development, orientation and training, effective reflection, supervising service-learning students, working with community agencies, assessing community needs, relating the service experience back to the classroom, and evaluation. The LINCS office will also serve as a clearinghouse of publications and sample syllabi on various service-learning programs, and models. In addition, the BILD Program Director will work to provide in depth consultation to the institutions funded by the mini-grant program and will be responsible for overseeing these subgrantees. This consultation will include regular site-visits as well as phone consultations.

Annual Bonner Conferences

BILD will participate in the annual conference of the 22 Bonner Institutions. Each year, the Bonner Foundation assembles campus coordinators, Bonner scholars, and administrative officers of each of its participating schools for a conference. BILD will be an annual participant in that conference. The BILD staff will arrange workshops and

poster sessions to introduce new easily replicated curriculum-related service-learning models that the a school has initiated.

In addition, with Teagle Foundation support, the University of Richmond will conduct the first summit meeting of Bonner schools this summer at the University. The conference will bring together the presidents and academic officers of the twenty-two schools and address the specific task of relating community service to the curriculum. This summit conference promises to be a rich opportunity for the initial planning of collaborative efforts among those institutions ready and eager to develop their own programs to integrate community service into the curriculum.

Each year, because of the conferences conducted of the Bonner schools, BILD will be able to work directly with the presidents, faculty, coordinators, and students from the 22 Bonner institutions. This offers BILD an vehicle for further developing the framework to replicate the LINCS model as well as other models of curriculum related service-learning on the Bonner campuses.

Program Objectives

Within the 1994-95 academic year, BILD plans to work one-on-one with four Bonner Institutions, helping them to establish programs that address both the institutions' as well as the surrounding communities' specific and individual needs. BILD will work with five additional schools within the next two years. With Learn and Serve funding, BILD will provide the services necessary to establish nine new programs of service-learning, action research, and/or community problem solving on various Bonner Scholar campuses. These programs will in turn serve as models to other institutions. The efficiency of the BILD program as well as of the individual campus programs will be evaluated by an external evaluator from the Educational Service Department of Virginia Commonwealth University.

In the first year of the program, BILD will:

- disseminate information of the LINCS program to 22 college presidents, academic officers, program coordinators, and scholars of the Bonner Scholarship program;
- collect, consolidate, and disseminate information on curriculum related service-learning from COOL, Campus Compact, the National Society for Experiential Education, and other national and regional sources;

- provide mini-grants to four Bonner institutions;
- provide on-site technical assistance to four institutions; and
- provide telephone assistance to all Bonner schools.

This work will mean:

- eight new curriculum related service learning programs at four different Bonner schools;
- 400 student participants in new curriculum related service programs at all Bonner schools;
- 5000 additional hours of community service among the Bonner school students, who are not scholarship holders; and
- 100 community agencies served by service-learning, action research, or community problem solving seminars.

Leadership and Institutional Capacity

The capacity and institutional commitment of this proposal is extensive. The University of Richmond curriculum includes a service-learning requirement, in the new Jepson School of Leadership Studies, and courses that will accommodate Action Research and Community Problem Solving Seminars as credit-bearing, service-learning opportunities. Founded in 1830, the University is located within 6 miles of the center of Richmond, Virginia. It is a privately-supported institution that enrolls 3,300 students in four colleges, arts and sciences, business, law, and leadership studies. It has deep ties with the local community through its history and alumni. The University tradition of community service was renewed recently when students initiated the Volunteer Action Council (VAC) in 1986. Leaders of VAC were instrumental in beginning a state organization of the Campus Outreach Opportunity League. VA COOL is only one of three such state organizations in the nation. It is based at the University of Richmond, and receives in-kind support from the University. The various student community service projects presently coordinate the work of 19 service programs that involve 1,800 students in 18,000 student volunteer hours a year.

In 1991, President Richard Morrill, with the concurrence of a major University benefactor, established a goal of \$500,000 for an endowed fund to support student community service. Partially because of this record of and commitment to community service, the University of Richmond received a grant from the Corella and Bertram F. Bonner Foundation. In 1994, the president demonstrated again his commitment to community service within the curriculum. He acquired three year support from the Teagle Foundation for LINC'S. President Morrill has also taken the lead to organize and coordinate a summit meeting of presidents and academic officers of the Bonner schools.

Richard A. Couto serves as the director of LINC'S and will provide the BILD staff member supervision and assistance. Dr. Couto joined the University of Richmond in 1991 as a founding faculty member and professor of the Jepson School of Leadership Studies. Prior to coming to the Jepson School, Dr. Couto taught 3 1/2 years at Tennessee State University and 12 1/2 years at Vanderbilt. He directed and developed several model programs of service learning and supervised others. Since coming to the University of Richmond he has taken a leading role in organizing the one credit service learning course in the Jepson School. He has written and published on service learning, including a most recent article for the resource book of Campus Compact on service learning and a chapter in the three volume work of NSEE on service learning. Dr. Couto served as a member of the initial central advisory board of Campus Compact and as an advisor to COOL in its formative years. In the Spring of 1992, these two groups chose him to facilitate their first joint meeting.

Anne Shepherd coordinates LINC'S and will be the direct supervisor of the BILD staff person. A senior Leadership Studies major, Ms. Shepherd has served as coordinator for the Volunteer Action Council of the Bon Air Adolescent Center and as a volunteer of Carver Promise, an inner-city tutoring program. She conducted an internship with the Council for Higher Education in Virginia on policies to foster community service activity in higher education

in the state. She has directed LINCS at the University since January 1993.

Quality Control

BILD will disseminate the evaluative procedures of LINCS. These incorporate formative and summative evaluation design for which the project coordinator has primary responsibility. The programs of BILD will have extensive evaluation plans because, like LINCS, they will be credit-bearing and the learning acquired within it will be documented. Each portion of LINCS entails regular meetings with participants which include oral and written assessments of the conduct of service and the level of satisfaction among students. In addition, the BILD program's staffs will contact community agency supervisors regularly to ascertain the satisfaction of agency supervisors with the student service. Each of these elements can be quantified. Key formative evaluation questions will include: is the service proceeding according to the time table established for it? Are the terms of the service-learning contract being met by student and agency supervisor? What, if any, modifications need to be made?

In terms of student evaluation, entry and exit essays will provide us with documentation of the lessons and personal changes that occurred for individual students. The service aspect will be extensively evaluated because each program will entail an explicit contract between students and agency supervisors. The contract will provide a baseline measure from which to assess whether the goals and objectives of the contract were achieved, and from which to assess what modifications were made and why. In addition, that contract will specify an agency's intended use of the information that the students produce, thus permitting us a prospect for longitudinal evaluation.

In addition to the evaluation on the individual student and agency level, BILD will extend previous evaluation of service-learning programs. As in previous studies, we will examine the role of gender, task-assessment, and other factors on the self-reported outcomes of students. We will examine the impact of service learning on grades, career plans, and civic responsibility.

We will use pre- and post-experience measures and the agency supervisors' assessments in this portion of the evaluation as well. We will contract with the graduate departments of education evaluation at Virginia Commonwealth University for the evaluation of this portion of LINCS.

Sustainability

BILD has the institutions commitment of a national foundation and twenty-two colleges. The Bonner Foundation will eventually provide more than 1,500 community service scholarships annually. That commitment entails twenty-two colleges who receive funds from the Bonner Foundation for their community service scholars. Some of these institutions, including the University of Richmond, now have endowments to continue that commitment to community service.

BILD will promote service-learning designed to continue beyond the requested funding. It adapts existing curriculum opportunities like independent studies and internships to service-learning. It assists faculty and students with start up costs, money and time, to bring community service into courses. Once established many of these mechanisms can continue with far less effort. In addition, the curriculum ties provide these programs some claim to institutional financial support. At the University of Richmond, for example, the provost has agreed to review LINCS after three years to consider support from tuition based on the students and faculty participating.

Advancement of the Field

BILD anticipates having national impact including assistance to the considerable progress of several organizations in the development of community service on college campuses and the twenty-two Bonner schools. The University of Richmond is uniquely prepared to disseminate LINCS and to foster its impact. It is a member of several national organizations--addition to the Bonner schools--the members of which will provide an attentive audience for LINCS. These organizations include Campus Compact and the National Society for Experiential Education.

In addition, the University of Richmond is host to VA COOL, only one of three statewide COOL programs in the nation, and participates regularly in the state and regional conferences, which VA COOL conducts. The University of Richmond is a hub campus for the national initiative of COOL, "Into the Streets." In addition, the University is an active member of a new 13-college consortium, the Associated Colleges of the South, whose members have recently expressed an interest in expanding service-learning programs. Richard Couto, the proposed project's director, consults regularly with these organizations and provides technical assistance to colleges and universities on service-learning through these organizations. He, Anne Shepherd, and the BILD staff person will participate in the programs of these organizations and respond to the requests of other schools for technical assistance in the conduct of LINCS and related programs. In addition, we will share with any interested school the material we generate for the conduct of LINCS.

LINCS is replicable because the elements of the program are universal. There is community need in proximity to every campus, there are individual faculty prepared to incorporate community service in their course work--if provided the assistance of someone like the LINCS coordinator--and there are students looking for relevance in their academic study. The program is replicable because the process of implementation is flexible and "bottom-up", depending primarily on the initiative of faculty and students. Action Research builds upon the universal practice of independent study but alleviates the tasks of supervision because of the role of a coordinator. COMPS modifies the internship programs of many curriculums and expands the summer offerings of colleges, which in general are more flexible than those of the academic year. Finally, LINCS provides the prospects of a self-sustained program based on the institutional support warranted by the number of students participating and the substantial commitment of the Bonner scholarships.

Richard A. Couto is currently professor of leadership studies at the Jepson School of the University of Richmond. His preparation for this position includes a bachelors degree from Marist College in Poughkeepsie, NY, a masters in political science from Boston College, and a Ph.D. in political science from the University of Kentucky. In addition to this in-classroom preparation, he has had extensive experience working in low-income communities on development and change. This work has taken him to scores of rural communities in Appalachia, in the rural South, and among providers of services to the homeless in Nashville.

Previous to his current position, he has been professor of public administration at the Institute of Government at Tennessee State University and on the faculty at Vanderbilt University and Peabody College. His primary responsibility at Vanderbilt was to direct the Center for Health Services, an innovative program of service-learning in higher education. He has been active in developing service-learning as a member of the National Society for Internships and Experiential Education and of Campus Compact. He has written and published on service-learning.

His other publications range over topics of rural health care, of coalmining issues in Appalachia and Britain, and civil rights. His most recent book is Ain't Gonna Let Nobody Turn Me Round: The Pursuit of Racial Justice in the Rural South. He has a book forthcoming, Lifting the Veil: A Century of Struggles for Civil Rights. At present, he is working on a revision of his 1985 study for the Commission on Religion in Appalachia, Appalachia: An American Tomorrow: Trends and Issues in the Appalachian Region.

His work has received extensive support from the Ford, Robert Wood Johnson, Kaiser, and Pew foundations as well as the Fund for the Improvement of Post-Secondary Education. In addition, he has received a Kellogg National Fellowship, a James Still Fellowship, and several Appalachian Studies Fellowships from the University of Kentucky and Berea College.

ANNE C. SHEPHERD
5840 Pindell Road
Lothian, Maryland 20711
(410)-741-9066

EDUCATION: **Jepson School of Leadership Studies** at the University of Richmond. Bachelor of Arts Degree in Leadership Studies with a Speech Communications Minor, May 1994. GPA 3.4.

ACTIVITIES: **Volunteer Action Council (VAC).**
-Bon Air Learning Center Program Coordinator
-Animal Rights Effort Program Coordinator
-Giving Richmond Environmental Education Now (GREEN)

Carver Promise Mentor to an inner-city youth.

Daily Planet Volunteer for Breakfast Program for homeless individuals.

Richmond AIDS Ministry. Special Project. Developed a proposal for an Adult and Child Day Care Facility for persons infected or affected by HIV/AIDS.

THE COUNCIL OF HIGHER EDUCATION OF VIRGINIA.
Internship. Summer 1993.

HONORS: **Omicron Delta Kappa Leadership Recognition Award** for organizing Tipper Gore's visit to Richmond, VA.

One of four students selected to speak with Ms. Gore about President Clinton's National Service Plan.

Mortar Board Member. Honor society for Leadership, Academic, and Community Service excellence.

Golden Key National Honor Society for academic excellence.

VACTivist Award for "Amazing leadership, enduring vision, and dedicated service to the University of Richmond Community.

1994 Recipient of Westhampton Leadership Award:
Awarded to University of Richmond, Westhampton College graduating seniors for outstanding leadership and contribution to the University and its surrounding community.

THE CORELLA AND BERTRAM F. BONNER FOUNDATION, INC.

22 CHAMBERS STREET
P.O. BOX 712
PRINCETON, N.J. 08542-0712
(609) 924-6663
FAX: (609) 683-4626

April 20, 1994

Anne C. Shepherd
LINCS Coordinator
Jepson Hall, Rm. 234
University of Richmond
Richmond, VA 23173

Dear Anne,

Your efforts to replicate the LINCS program on other Bonner campuses have the complete support of the Bonner Foundation. The Foundation intended its scholarship support to serve as the seed money for efforts to catalyze change on the 22 campuses which participate in the Bonner Scholars Program. LINCS — with its programs of service-learning, action research, and community problem solving seminars — is the sort of change we hoped for. The established LINCS model of integrating community service into the undergraduate curriculum lends itself to the implementation of similar programs at other service-oriented institutions of higher education.

We are excited about the possibilities of pursuing this program. The extension of your current program of service-learning fits naturally into our plans to create a network of institutions committed to service. The Bonner Foundation shares the vision of LINCS and the University of Richmond for cooperative efforts of service-learning in the broader movement for higher education reform.

I also look forward to working with you to plan the Bonner Summit to be held at the University of Richmond in June. I expect the gathering to be a time for you to work directly with the Presidents, faculty, coordinators, and students from the 22 Bonner institutions on developing the framework to replicate LINCS models on their campuses. The Summit promises to be a rich opportunity for the initial planning of collaborative efforts among those institutions ready and eager to develop their own service-learning programs.

Thank you for your work. We at the Bonner Foundation look forward to further developing our relationship with your program.

Sincerely,



Robert Hackett
Vice President and
Director of the Bonner Scholars Program



UNIVERSITY OF RICHMOND
FOUNDED 1830

April 21, 1994

Anne C. Shepherd
LINC Coordinator
Jepson Hall, Room 234
University of Richmond, VA
23173

Dear Anne:

President of the University

It gives me great pleasure to express to you my strong support for the Learning in Community Setting (LINCS) program, and to acknowledge the importance of service-learning in the life of the University and our students.

The rapid growth of the LINCS program affirms its timeliness to both the University and the Richmond community. As President of the University, I am committed to our offering an educational experience that not only has a strong intellectual core, but one that also develops a sense of civic responsibility.

It is my intention to extend our commitment to community service working cooperatively with other Bonner Scholar schools on replicating programs of service-learning. LINCS provides an excellent model for service-learning initiatives at these schools, and affords us the opportunity to strengthen our program as we work with other institutions towards the common goal of service.

Sincerely,

Richard L. Morrill
President

RLM:m



April 20, 1994

Ms. Anne Shepherd
Coordinator
Learning In Community Settings (LINCS)
Jepson Hall, Room 234
University of Richmond, VA 23173

Dear Anne:

On behalf of VA COOL, I would like to express my support of LINCS and your efforts to replicate programs of service-learning on other Bonner Scholar campuses.

We are proud that VA COOL was able to provide LINCS with the seed money to initiate the University of Richmond's service-learning program. It has been a thrill to watch the program grow and gain institutional support. LINCS has truly evolved into a model program for the Commonwealth of Virginia and has already been instrumental in shaping the statewide service movement through its participation in the state planning process through the higher education work group.

The exponential growth of LINCS is convincing of the program's strength and its ability to offer technical assistance and support to blossoming service-learning programs on campuses both within and outside the Commonwealth of Virginia. Such an initiative is vital to not only strengthening statewide service-learning programs, but to also promoting service-learning as a viable pedagogy of learning throughout the nation.

Thank you for your efforts and keep up the good work!

In Partnership,

Liz Baumgarten
Executive Director



Chaplain's Office and Volunteer Services

April 22, 1994

Ms. Anne Shepherd
LINCS
Jepson Hall
University of Richmond
Richmond, VA 23173

Dear Anne,

The Bonner Scholars Program at Rhodes College has been working hard to encourage service-learning courses in our curriculum and several projects are now in the formative stages. We would be most interested in learning from the experience of the LINCS program. We would benefit greatly from the assistance provided by a coordinator for the BILD program, mini-grant opportunities for funding new service-learning projects, and a network of Bonner schools working together to improve the quality of service and action-research on our campuses.

We look forward to working with LINCS and participating in the BILD program, lending support where we are able. I believe this project meets a vital need on our campus and comes at a very critical time in the development of service-learning initiatives.

Sincerely,

Dr. William Newton
Director of Community Service



Emory & Henry College

April 20, 1994

Anne C. Shepherd
LINCS Coordinator
Jepson Hall, Room 234
University of Richmond
Richmond, VA 23173

Dear Ms. Shepherd:

Emory & Henry College is in support of the proposal by the University of Richmond to develop a service-learning model, Learning in Community Settings. As a Bonner Scholar institution, we would find this program a very positive addition to the informal sharing which has already begun among colleges and universities with Bonner Scholars. It would enhance the effects of the service experiences on the larger community. President Thomas R. Morris has expressed his support for this cooperative effort, which we feel is a significant contribution to higher education and community service.

Sincerely,

Frederic R. Kellogg
Acting Dean of Faculty

FRK/lj

**WAYNESBURG COLLEGE**WAYNESBURG, PENNSYLVANIA 15170
April 20, 1994

Anne C. Shepherd
LINCS Coordinator
Jepson Hall, Room 234
University of Richmond
Richmond, VA 23173

Dear Ms. Shepherd:

I am submitting this letter of support on behalf of the Waynesburg College Bonner Scholars program for the University of Richmond's Learn and Serve proposal. As a Bonner Scholar institution and leader within the higher education community in the integration of service learning experiences, we understand our responsibility to share our programs, knowledge and experience with other institutions committed to service. It will be a pleasure to join the University of Richmond in sharing our service learning model throughout the Bonner Scholar network.

Historically, the mission of Waynesburg College has challenged its students through their educational experiences in the areas of service, leadership and scholarship. Some of our current efforts, through both the Service-Learning general education requirement and the co-curricular Bonner Scholar program, represent our institutional commitment to explore new opportunities and methods for achieving that mission with our students. This proposal will provide structured opportunities for the exchange of ideas and resources within the network of Bonner Scholar schools, where a cadre of students committed to community service continues to grow.

This proposal will also afford Waynesburg College students and faculty opportunities to develop new community service initiatives through the allocation of mini-grants. These initiatives will enhance the community service programs that currently exist on campus and will fund efforts in public policy research and community problem solving.

Finally, the entire Bonner Scholar network will benefit by having the opportunity to meet at an annual summit. This conference would enable institutions to exchange ideas and explore different service-learning models.

We look forward to the partnership that a proposal such as yours would facilitate. If we can be of any further assistance, please do not hesitate to contact me.

Sincerely,

Ellen I. Davis

Bonner Scholars Program Coordinator

Berry College

Office of Student Work and Financial

Post-It™ brand fax transmittal memo 7671		# of pages > 1
To	Anne Shepard	
From	John Heneisen	
Co.	Univ. of Richmond	
Co.	Berry College	
Dept.	LINCS	
Phone #	(706) 236-2241	
Fax #	(804) 287-1262	
Fax #	(706) 236-2248	

6) 236-2244

April 22, 1994

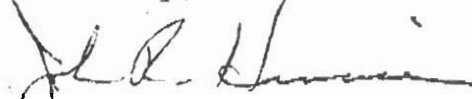
Anne C. Shepherd
LINCS Coordinator
Jepson Hall, Room 234
University of Richmond
Richmond, VA 23173

Dear Anne:

Thanks for the information you sent on your LINCS program and the proposal you are sending to the Corporation for National and Community Service, Learn and Serve America: Higher Education. We are interested in exploring opportunities in this area and find your program a good model for implementation on a volunteer basis with the goal toward institutionalizing community service.

We support your proposal and would be very much interested in working with the University of Richmond and other Bonner schools to see how we might replicate this model on Berry's campus. If we can be of help as you proceed with the proposal, please let me know.

Sincerely,



John R. Heneisen
Dean of Student Work

JRH:dh



College of the Ozarks

... the college that works

Point Lookout, Missouri 65726
(417) 334-6411

April 21, 1994

Ms. Anne Shepherd
LINCS
Jepson Hall, Room R234
University of Richmond
Richmond, VA 23173

FAX 804/287-6062

Dear Anne,

I am delighted to hear of the success you have experienced with the LINCS program in such a short time. I have been working for many years with college students in community service, and more and more can see the potential for linking this service to the student's learning program. Your LINCS program can help us all move more effectively in this process.

I am more than happy to send a supporting letter for your Americorps grant application. Such a grant could help you "spread the good news" about service-learning and help facilitate the process at other colleges and universities. I hope you receive a favorable response to your proposal.

Yours sincerely,

Wayne Adcock
Wayne Adcock

EWA/jh

BERLIN

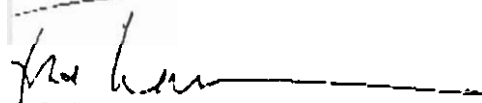
College
Chaplain
11217
Ohio 44074-1081
103

Feb 22, 1994

Mr. C. Shepherd
LICS Coordinator
Person Hall, Rm 234
University of Richmond
Richmond, VA 23173

Mr. Ann:

enthusiastically support your vision for a cooperative effort to develop high quality programs of service-learning at Bonner Scholar schools. Specifically, support your application to the Corporation for National and Community Service, Learn and Serve America: Higher Education. Here at Oberlin we are currently involved in creating a faculty committee to assess service learning opportunities on our campus. LINCS would help advance the cause of integrating service into the curriculum.



Ted Lassen,
Bonner Scholar Program Director